

**CAM Curriculum Overview**

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
<b>English</b>	<i>Knowledge</i>	<p>Writing to argue and persuade in preparation for Paper 2 of the English Language exam.</p> <p>Power &amp; Conflict Poetry. An anthology produced by the exam-board, including poems by: Wilfred Owen, Robert Browning and Carol Ann Duffy.</p>	<p>Power &amp; Conflict poetry anthology.</p> <p>Paper 1 Language: studying a range of extracts from 20<sup>th</sup> and 21<sup>st</sup> century novels.</p> <p>How to write to describe and to narrate a story.</p> <p>Blood Brothers by Willy Russell (Revision from Year 10)</p>	<p>Paper 2 Language: studying a range of non-fiction texts from 19<sup>th</sup> and 20<sup>th</sup> / 21<sup>st</sup> century</p> <p>Transactional writing (argue / persuade / explain / inform / advise)</p> <p>Macbeth (Revision from Year 10)</p> <p>Unseen poetry</p>	<p>Paper 1 Language: studying a range of extracts from 20<sup>th</sup> and 21<sup>st</sup> century novels.</p> <p>Writing to describe and to narrate a story.</p> <p>Frankenstein (Revision from Year 10)</p> <p>Anthology poetry</p>	<p>Revision of literature content:</p> <p>Macbeth Frankenstein Blood Brothers Anthology poetry</p> <p>Revision of Paper 1 and Paper 2 (Language)</p> <p>1) 20 / 21<sup>st</sup> century extracts from novels 2) 19<sup>th</sup> and 20<sup>th</sup> / 21<sup>st</sup> century non-fiction text 3) Writing for different purposes.</p>	<ul style="list-style-type: none"> <li>Students will sit their final GCSE exam at the beginning of June 2015.</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>How poets use language and structure in their work.</li> <li>The context of the different poems, including social, historical, biography of the poet etc.</li> <li>How different poems can reflect the same idea or theme.</li> <li>How poets can interpret the same idea or theme in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>The format and questions of Paper 1 Language.</li> <li>Comparing two known poems for a theme or idea.</li> <li>The plot, characters, themes and context of Blood Brothers.</li> </ul>	<ul style="list-style-type: none"> <li>The format and questions of Paper 2 Language.</li> <li>The plot, characters, themes and context of Macbeth</li> <li>Poetic devices for writing about poetry (language and structure)</li> </ul>	<ul style="list-style-type: none"> <li>The format and questions of Paper 1 Language.</li> <li>The plot, characters, themes and context of Frankenstein</li> <li>Poetic devices for writing about and comparing poetry (language and structure)</li> </ul>	<ul style="list-style-type: none"> <li>The format and questions of Paper 1 &amp; 2 Language.</li> <li>The plot, characters, themes and context of Frankenstein, Macbeth and Blood Brothers</li> <li>Poetic devices for writing about and comparing poetry (language and structure)</li> </ul>	
	<i>Skills</i>	<p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing poems from the anthology for use of language and structure.</p> <p>Being able to analyse an unseen poem for use of language and structure.</p> <p>Comparing two poems, looking at how they address a key theme or idea.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of Blood Brothers using correct format.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of Macbeth using correct format.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of Frankenstein using correct format.</p>	<p>Analysing an unseen text (prose and poetry)</p> <p>Using a variety of language devices and a wide range of vocabulary to create engaging texts.</p> <p>Crafting pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p> <p>Analysing and comparing poems from the anthology for use of language and structure.</p> <p>Analysing the language and structure of the literature texts (Macbeth / Frankenstein / Blood Brothers) using correct format.</p>	
<i>Assessment</i>	<ul style="list-style-type: none"> <li>Spoken Language presentation.</li> <li>Poetry anthology question – comparing two poems.</li> </ul>	<p>Paper 1 Lang &amp; Paper 2 Lit Mock exams</p>	<ul style="list-style-type: none"> <li>Macbeth Question</li> <li>Paper 2 writing section</li> </ul>	<ul style="list-style-type: none"> <li>Full round of mock exams – Lang and Lit</li> </ul>	<ul style="list-style-type: none"> <li>Walking Talking mocks</li> <li>Writing sections</li> </ul> <p><b>FINAL EXAM for Literature</b></p>	<p><b>FINAL EXAM</b></p>	

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
<b>Maths (Foundation)</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Using a calculator</li> <li>Numbers</li> <li>Fractions</li> <li>Percentages</li> <li>Ration and proportion</li> <li>Algebra</li> <li>Graphs</li> <li>Linear equations and inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Graphs</li> <li>Formulae</li> <li>2-D shapes</li> <li>Angles</li> <li>Perimeter and area</li> </ul>	<ul style="list-style-type: none"> <li>Circles</li> <li>3-D shapes</li> <li>Transformations</li> <li>Pythagoras theorem</li> <li>Constructions and Loci</li> </ul>	<ul style="list-style-type: none"> <li>Measure</li> <li>Collecting/Recording/Processing/Representing/Interpreting data</li> <li>Averages and ranges</li> <li>Line diagrams and scatter graphs</li> </ul>	<ul style="list-style-type: none"> <li>Probability</li> <li>Review of Numbers, Fractions, decimals and percentages</li> <li>Review of Algebra and sequences</li> <li>Review of 2-D shapes, Angles and Perimeter/Area</li> </ul>	<ul style="list-style-type: none"> <li>Addressing gaps</li> <li>Preparation for the GCSE exam.</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Recognise that recurring decimals are exact fraction.</li> <li>Understand number operations and use a BIDMAS rule</li> <li>Find factors/multiples/HCF/LCM</li> <li>Order decimals</li> <li>Equivalent fractions, percentages and decimals.</li> <li>Add/subtract/multiply/divide fractions.</li> <li>Write one number as a fraction of another.</li> <li>Find fractions/percentages of amounts.</li> <li>Increase/decrease by percentages.</li> <li>Identify equivalent ratios.</li> <li>Divide a quantity in a given ratio.</li> <li>Simplify expressions.</li> <li>Expand single brackets.</li> <li>Factorise expressions.</li> <li>Substitute numbers into expressions.</li> <li>Index laws.</li> <li>Generate sequences.</li> <li>Find the nth term of a sequence.</li> <li>Plot and draw graphs of straight lines.</li> <li>Solve linear inequalities.</li> <li>Set up and solve linear equations</li> <li>Use balancing.</li> </ul>	<ul style="list-style-type: none"> <li>Use a method of trial and improvement.</li> <li>Substitute numbers into expressions/ formulae.</li> <li>Compare/order decimals.</li> <li>Plot graphs of quadratic functions.</li> <li>Change the subject of a formula.</li> <li>Recall properties of quadrilaterals.</li> <li>Distinguish between congruency and similarity.</li> <li>Construct triangles.</li> <li>Use properties of angles at the point, on a straight line and in the triangle.</li> <li>Distinguish between scalene, isosceles, equilateral and right-angled triangles.</li> <li>Calculate and use the sum of the interior and exterior angles of polygons.</li> <li>Understand and use bearings.</li> <li>Tessellate shapes.</li> <li>Find perimeter/area of rectangles and triangles</li> <li>Find perimeter/area of compound shapes.</li> <li>Use formulae to calculate the perimeter/area</li> <li>Find the area of a trapezium.</li> </ul>	<ul style="list-style-type: none"> <li>Find circumferences and areas of circles.</li> <li>Understand Loci.</li> <li>Know the difference between a line and a region.</li> <li>Construct triangles using SSS,ASA,SAS, RHS rules</li> <li>Construct bisectors.</li> <li>Calculate the surface area/volume of 3-D shapes.</li> <li>Effect of enlargement to the surface area/volume.</li> <li>Understand and draw plan and elevations.</li> <li>Translate, Rotate, Reflect and Enlarge shapes.</li> <li>Use Pythagoras theorem to find the hypotenuse and a side.</li> </ul>	<ul style="list-style-type: none"> <li>Plan journeys</li> <li>Convert between units of length, weight and capacity.</li> <li>Understand the relationship between distance, speed and time.</li> <li>Design data collection sheets/two-way tables</li> <li>Identify biased and vague questions.</li> <li>Describe discrete/continuous data</li> <li>Identify primary/secondary data</li> <li>Draw pictograms/bar charts/pie/charts/frequency polygons/histograms/line graphs</li> <li>Calculate median, mean, range, mode and modal class.</li> <li>Complete stem-and-leaf diagrams.</li> <li>Draw and interpret scatter graphs</li> <li>Recognise correlation and draw/use lines of best fit</li> </ul>	<ul style="list-style-type: none"> <li>Recognise place value</li> <li>Round numbers to the nearest 10,100,1000</li> <li>Identify factors and multiples</li> <li>Find the prime factor decomposition</li> <li>Find the Lowest Common Multiple and Highest Common Factor of two numbers.</li> <li>Order decimals</li> <li>Round decimals to a given number of decimal places or to one significant figure</li> <li>Estimate/calculate probability</li> <li>List possible outcomes</li> <li>Write probability in words, fractions, decimals and percentages</li> <li>Find relative frequencies</li> <li>Identify mutually exclusive outcomes.</li> <li>Simplify expressions.</li> <li>Expand single brackets.</li> <li>Factorise expressions.</li> <li>Substitute numbers into expressions.</li> <li>Index laws.</li> <li>Generate sequences.</li> <li>Find the nth term of a sequence.</li> </ul>	
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Use a calculator effectively and efficiently</li> <li>Interpret the answer on a calculator display</li> <li>Know timetables</li> </ul>	<ul style="list-style-type: none"> <li>Recognise inverse operations</li> <li>Use a calculator effectively</li> </ul>	<ul style="list-style-type: none"> <li>Use compasses and protractors</li> <li>Use a calculator</li> </ul>	<ul style="list-style-type: none"> <li>Use a calculator</li> <li>Estimate measurements of length, weight, capacity and speed.</li> <li>Interpret scales</li> </ul>	<ul style="list-style-type: none"> <li>Order integers</li> <li>Add/subtract/multiply/divide numbers</li> <li>Write numbers in words/ from words</li> </ul>	

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
		<ul style="list-style-type: none"> <li>Order numbers</li> <li>Visualise fraction diagrammatically.</li> <li>Change between improper fractions and mixed numbers</li> <li>Use a ratio notation.</li> <li>Use letter symbols.</li> <li>Use index notation.</li> <li>Recognise simple pattern.</li> <li>Recognise perpendicular/parallel lines.</li> <li>Identify points using coordinates</li> <li>Write numbers in words /from words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the answer on a calculator display</li> <li>Use letter to represent unknown numbers.</li> <li>Dealing with decimals on a calculator.</li> <li>Discuss and interpret real-life graphs.</li> <li>Recognise and convert between metric /imperial units of measurements of length, weight and capacity.</li> <li>Recognise reflective and rotational symmetry.</li> <li>Use a ruler, compasses and protractor.</li> <li>Recognise acute, obtuse, reflex and right angles.</li> <li>Recognise trapeziums.</li> <li>Apply the knowledge of the perimeter/area to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Break compound shapes into basic shapes.</li> <li>Recognise perpendicular and parallel lines.</li> <li>Recognise 3-D shapes.</li> <li>Recognise a prism.</li> <li>Visualise enlargement.</li> <li>Using multilink cubes.</li> <li>Identify faces, edges and vertices.</li> <li>Describe transformations.</li> <li>Recognise right-angled triangles.</li> <li>Able to square the number or square root it</li> </ul>	<ul style="list-style-type: none"> <li>Read time</li> <li>Change between 12 and 24 hour clock</li> <li>Read timetables</li> <li>Proceed an experiment</li> <li>Measure and draw angles</li> <li>Interpret graphs/diagrams</li> <li>Compare distributions</li> <li>Find a mid-value.</li> <li>Plot coordinates</li> </ul>	<ul style="list-style-type: none"> <li>Recognise even/odd numbers</li> <li>Find squares and cubes/ square roots and cube roots</li> <li>Use a decimal notation</li> <li>Check answers by rounding</li> <li>Use vocabulary of probability and probability scale</li> <li>Compare theoretical and experimental probability</li> <li>Use letter symbols.</li> <li>Use index notation.</li> <li>Recognise simple pattern.</li> </ul>	
	<i>Assessment</i>	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	1hour lesson following by 4 lessons of revision	6 <sup>th</sup> June 2015 1h 45 min GCSE Calculator paper 4 <sup>th</sup> June 2015 1h 45 min GCSE Non-calculator paper
<b>Maths (Higher)</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Fractions, Decimals, Percentages</li> <li>Ration and proportion</li> <li>Index notation and surds</li> <li>Algebra</li> <li>Formulae and linear equations</li> <li>Linear graphs</li> </ul>	<ul style="list-style-type: none"> <li>Simultaneous, quadratic equations and graphs.</li> <li>Linear graphs</li> <li>Further graphs and functions</li> <li>Transformation of functions</li> <li>Shapes and angles</li> <li>Constructions and Loci</li> <li>Perimeter and area</li> <li>Trial and improvement</li> <li>Collecting data</li> </ul>	<ul style="list-style-type: none"> <li>Pythagoras theorem</li> <li>Surface area and volume</li> <li>Transformations</li> <li>Similarity and congruence</li> <li>Circle theorems</li> <li>SIN and COSIN rules</li> </ul>	<ul style="list-style-type: none"> <li>Vectors</li> <li>Measures and compound measures</li> <li>Displaying data</li> <li>Averages and ranges</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Review of Numbers, Fractions, decimals, percentages, ratio and proportion.</li> <li>Review of Algebra, Formulae, Linear equations and graphs.</li> <li>Review of Index notation and surds</li> </ul>	<ul style="list-style-type: none"> <li>Review of Simultaneous equations, quadratic equations, nonlinear graphs and graphs' transformations.</li> <li>Preparation to GCSE exam</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Identify factors/multiple/HCF/LCM</li> <li>Find the prime factor decomposition.</li> <li>Compare fractions</li> <li>Equivalent fractions, percentages and decimals.</li> <li>Add/subtract/multiply/divide fractions.</li> <li>Write one number as a fraction of another.</li> </ul>	<ul style="list-style-type: none"> <li>Plot and draw graphs of straight lines.</li> <li>Find the gradient/ intercept of the line</li> <li>Explore gradients of parallel and perpendicular lines</li> <li>Find an exact solution of two simultaneous equations</li> <li>Plot graphs of quadratic/cubic/ reciprocal/exponential/</li> </ul>	<ul style="list-style-type: none"> <li>Use Pythagoras theorem to find the hypotenuse and a side.</li> <li>Use Pythagoras in 3-D shapes</li> <li>Find an angle between a line and a plane</li> <li>Calculate the surface area/volume of 3-D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise parallel vectors</li> <li>Add/subtract vectors</li> <li>Represent vectors as a combination of other vectors.</li> <li>Convert between metric/imperial units of length, weight and capacity.</li> <li>Understand the relationship between distance, speed and time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify factors/multiple/HCF/LCM</li> <li>Find the prime factor decomposition.</li> <li>Compare fractions</li> <li>Equivalent fractions, percentages and decimals.</li> <li>Add/subtract/multiply/divide fractions.</li> <li>Write one number as a fraction of another.</li> </ul>	

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Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
	<ul style="list-style-type: none"> <li>• Find fractions/percentages of amounts.</li> <li>• Increase/decrease by percentages.</li> <li>• Find reverse percentages using a multiplier</li> <li>• Divide a quantity in a given ratio.</li> <li>• Understand direct and reverse proportion.</li> <li>• Use index laws.</li> <li>• Write numbers in standard form.</li> <li>• Calculate with standard form.</li> <li>• Use of integers and fractional powers</li> <li>• Rationalise the denominator</li> <li>• Simplify surds.</li> <li>• Simplify expressions by collecting like terms/using index laws.</li> <li>• Factorise expressions.</li> <li>• Substitute numbers into expressions.</li> <li>• Factorise expressions</li> <li>• Expand double brackets</li> <li>• Generate sequences.</li> <li>• Find the nth term of a sequence.</li> <li>• Substitute numbers into formulae</li> <li>• Solve linear equations/inequalities</li> <li>• Use a method of trial and improvement.</li> <li>• Change a subject of a formula</li> </ul>	<ul style="list-style-type: none"> <li>circular/trigonometric functions</li> <li>• Apply reflection/translation/enlargement to graphs inc linear/quadratic/trigonometry</li> <li>• Solve equations involving algebraic fractions</li> <li>• Construct the graph of simple Loci</li> <li>• Solve quadratic equations by factorisation/ completing a square/ using a formula</li> <li>• Recall properties of quadrilaterals.</li> <li>• Distinguish between congruency and similarity.</li> <li>• Construct triangles.</li> <li>• Construct angles of 60°,30°.90° 45°</li> <li>• Use properties of angles at the point, on a straight line and in the triangle.</li> <li>• Distinguish between scalene, isosceles, equilateral and right-angled triangles.</li> <li>• Calculate and use the sum of the interior and exterior angles of polygons.</li> <li>• Understand and use bearings.</li> <li>• Tessellate shapes.</li> <li>• Find areas/perimeters of 2-D shapes inc. circles</li> <li>• Understand statistical solving-problem process/handling data cycle</li> <li>• Design questionnaire</li> <li>• Design data collection sheet</li> <li>• Recognise biased and vague questions.</li> <li>• Extract data from list of resources.</li> <li>• Recognise different type of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of enlargement to the surface area/volume.</li> <li>• Construct nets.</li> <li>• Understand and draw plan and elevations.</li> <li>• Translate, Rotate, Reflect and Enlarge shapes.</li> <li>• Describe the transformation.</li> <li>• Understand the effect of enlargement for perimeters/areas/ volumes</li> <li>• Recognise mathematically similar shapes</li> <li>• Tangent of the circle is perpendicular to the radius at any points them meet.</li> <li>• Tangents from an external point are equal.</li> <li>• Find missing angles using circle theorems.</li> <li>• Prove circle theorems.</li> <li>• Calculate unknown sides/angles in non-right angle triangles.</li> <li>• Calculate the area of triangles given 2 lengths and an included angle.</li> </ul>	<ul style="list-style-type: none"> <li>• Design two-way tables.</li> <li>• Understand sample and census</li> <li>• Use stratifies sample</li> <li>• Produce bar-charts/pie-charts/ histograms</li> <li>• Draw scatter graphs/ line of best fit/ line graphs</li> <li>• Find averages from diagrams</li> <li>• Compare distributions using quartiles/inter-quartile ranges/ranges/ medians.</li> <li>• Find mean/mode/ median/range/quartiles/ modal class</li> <li>• Draw/use cumulative frequency graphs.</li> <li>• Produce/use ordered stem-and-leaf diagrams.</li> <li>• List all possible outcomes using probability trees.</li> <li>• Identify mutually exclusive events</li> <li>• Know “AND” and “OR” rules to calculate probability of two or more events.</li> </ul>	<ul style="list-style-type: none"> <li>• Find fractions/percentages of amounts.</li> <li>• Increase/decrease by percentages.</li> <li>• Find reverse percentages using a multiplier</li> <li>• Divide a quantity in a given ratio.</li> <li>• Understand direct and reverse proportion.</li> <li>• Simplify expressions by collecting like terms/using index laws.</li> <li>• Factorise expressions.</li> <li>• Substitute numbers into expressions.</li> <li>• Factorise expressions</li> <li>• Expand double brackets</li> <li>• Generate sequences.</li> <li>• Find the nth term of a sequence.</li> <li>• Substitute numbers into formulae</li> <li>• Solve linear equations/inequalities</li> <li>• Use a method of trial and improvement.</li> <li>• Change a subject of a formula</li> <li>• Plot and draw graphs of straight lines.</li> <li>• Find the gradient/ intercept of the line</li> <li>• Explore gradients of parallel and perpendicular lines</li> <li>• Recall properties of quadrilaterals.</li> <li>• Distinguish between congruency and similarity.</li> <li>• Construct triangles.</li> <li>• Construct angles of 60°,30°.90° 45°</li> <li>• Use properties of angles at the point, on a straight line and in the triangle.</li> <li>• Distinguish between scalene, isosceles, equilateral and right-angled triangles.</li> <li>• Calculate and use the sum of the interior and exterior angles of polygons.</li> <li>• Understand and use bearings.</li> <li>• Tessellate shapes.</li> </ul>	

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			<ul style="list-style-type: none"> <li>Find the area of sector and the length of an arc</li> </ul>			<ul style="list-style-type: none"> <li>Find areas/perimeters of 2-D shapes inc. circles</li> <li>Use index laws.</li> <li>Write numbers in standard form.</li> <li>Calculate with standard form.</li> <li>Use of integers and fractional powers</li> <li>Rationalise the denominator</li> <li>Simplify surds.</li> </ul>	
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Use a calculator effectively and efficiently</li> <li>Interpret the answer on a calculator display</li> <li>Interpret numbers in standard form</li> <li>Order numbers/decimals</li> <li>Visualise fraction diagrammatically.</li> <li>Change between improper fractions and mixed numbers</li> <li>Use a ratio notation.</li> <li>Use letter symbols.</li> <li>Use index notation.</li> <li>Recognise simple pattern.</li> <li>Identify points/midpoints using coordinates</li> <li>Interpret a gradient of a line</li> <li>Recognise and convert between metric /imperial units of measurements of length/weight and capacity.</li> <li>BIDMAS rule</li> </ul>	<ul style="list-style-type: none"> <li>Recognise inverse operations</li> <li>Use a calculator effectively</li> <li>Interpret the answer on a calculator display</li> <li>Use letter to represent unknown numbers.</li> <li>Discuss and interpret real-life graphs.</li> <li>Use a ruler, compasses and protractor.</li> <li>Recognise acute, obtuse, reflex and right angles.</li> <li>Substitute numbers into expressions/ formulae</li> <li>Interpret map scales</li> </ul>	<ul style="list-style-type: none"> <li>Use a ruler to measure lengths</li> <li>Recognise trapeziums.</li> <li>Apply the knowledge of the perimeter/area to solve problems.</li> <li>Use compasses and protractors</li> <li>Use a calculator</li> <li>Break compound shapes into basic shapes.</li> <li>Recognise perpendicular and parallel lines.</li> <li>Recognise 3-D shapes.</li> <li>Recognise a prism.</li> <li>Visualise enlargement.</li> <li>Using multilink cubes.</li> <li>Identify faces, edges and vertices.</li> <li>Describe transformations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a calculator</li> <li>Recognise non-right-angled triangles.</li> <li>Estimate measurements of length, weight, capacity and speed.</li> <li>Measure and draw angles</li> <li>Distinguish between using Pythagoras, SOHCAHTOA and SIN/COSIN rules</li> </ul>	<ul style="list-style-type: none"> <li>Use a calculator effectively and efficiently</li> <li>Interpret the answer on a calculator display</li> <li>Interpret numbers in standard form</li> <li>Order numbers/decimals</li> <li>Visualise fraction diagrammatically.</li> <li>Change between improper fractions and mixed numbers</li> <li>Use a ratio notation.</li> <li>Use letter symbols.</li> <li>Use index notation.</li> <li>Recognise simple pattern.</li> <li>Identify points/midpoints using coordinates</li> <li>Interpret a gradient of a line</li> <li>Dealing with decimals on a calculator.</li> <li>Recognise and convert between metric /imperial units of measurements of length, weight and capacity.</li> <li>BIDMAS rule</li> </ul>	<ul style="list-style-type: none"> <li>Use letter symbols.</li> <li>Use index notation.</li> <li>Use a calculator effectively and efficiently</li> <li>Interpret the answer on a calculator display</li> <li>Recognise inverse operations</li> </ul>
	<i>Assessment</i>	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	6 <sup>th</sup> June 2015 1h 45 min GCSE Calculator paper 4 <sup>th</sup> June 2015 1h 45 min GCSE non-calculator paper

### CAM Curriculum Overview

Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
<b>Science</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>• Classification, variation &amp; inheritance</li> <li>• Responses to a changing environment</li> <li>• Problems and solutions of a changing environment</li> </ul>	<ul style="list-style-type: none"> <li>• Earth, sea and atmosphere</li> <li>• Materials from Earth</li> <li>• Acids</li> <li>• Obtaining and using metals</li> <li>• Fuels</li> </ul>	<ul style="list-style-type: none"> <li>• Visible light and the solar system</li> <li>• Electromagnetic spectrum</li> <li>• Waves and the Universe</li> <li>• Waves and the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Generation and transmission of electricity</li> <li>• Energy and the future</li> <li>• GCSE exam preparation.</li> </ul>	GCSE exam preparation	
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>• The characteristics of animals and plants.</li> <li>• How organisms can survive in extreme environments.</li> <li>• How to classify organisms.</li> <li>• How humans detect and respond to changes in the environment.</li> <li>• The role of hormones and the nervous system.</li> <li>• How the body is affected by drugs and disease-causing organisms.</li> <li>• The development of antibiotics and antiseptics.</li> <li>• Nutrient cycles.</li> <li>• How human activities pollute our planet.</li> </ul>	<ul style="list-style-type: none"> <li>• How the Earth and its atmosphere have evolved.</li> <li>• Types of rock and their uses.</li> <li>• How acids react to give useful products.</li> <li>• How electricity is used to make new substances.</li> <li>• How metals are extracted from their alloys.</li> <li>• How crude oil is a source of many substances in our world.</li> </ul>	<ul style="list-style-type: none"> <li>• Light and lenses, and how telescopes led to the development of our understanding of the Solar System and the evolution of stars and the Universe.</li> <li>• How light forms part of the electromagnetic spectrum and uses of other components of the spectrum.</li> <li>• How the Universe may have evolved from the Big Bang.</li> <li>• Uses of waves.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How electric currents are generated and then transmitted across over large distances.</li> <li>• Investigate how energy is transferred in common appliances and in our atmosphere.</li> </ul>	GCSE exam preparation	
	<i>Skills</i>	<ul style="list-style-type: none"> <li>• Presenting information using scientific language.</li> <li>• Describe how data are used by scientists to provide evidence.</li> <li>• Describe the social, economic and environmental effects of decisions about the uses of science and technology.</li> <li>• Describe the benefits, drawbacks and risks of using new scientific and technological developments.</li> <li>• Describe how phenomena are explained using scientific models.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify questions that science cannot currently answer.</li> <li>• Describe how phenomena are explained using scientific models.</li> <li>• Describe how scientists share data and discuss new ideas.</li> <li>• Use qualitative and quantitative approaches when presenting ideas and arguments.</li> <li>• Describe the benefits, drawbacks and risks of using new scientific and technological developments.</li> <li>• Present information using scientific conventions and symbols.</li> <li>• Explain how scientific data is collected and analysed.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how scientists share data and discuss new ideas.</li> <li>• Present information, develop an argument and draw a conclusion using scientific and technical language.</li> <li>• Plan to test a scientific idea, answer a scientific question or solve a scientific problem.</li> <li>• Recall, analyse, interpret, apply and question scientific ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify questions that science cannot currently answer.</li> <li>• Describe the social, economic and environmental effects of decisions about the uses of science and technology.</li> <li>• Present information, develop an argument and draw a conclusion using scientific and technical language.</li> </ul>	GCSE exam preparation	
	<i>Assessment</i>	Academy assessment cycle. Exam question practice.	Academy assessment cycle. Exam question practice.	Academy assessment cycle. Exam question practice.	Academy assessment cycle. Exam question practice.	External exams.	

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Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
<b>Geography</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Coasts</li> </ul>	<ul style="list-style-type: none"> <li>Coasts</li> </ul>	<ul style="list-style-type: none"> <li>Revision- Y9 work</li> </ul>	<ul style="list-style-type: none"> <li>Revision- Y10 work</li> </ul>	<ul style="list-style-type: none"> <li>Exam Revision</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Weathering Processes.</li> <li>Processes of transportation and deposition.</li> <li>Landforms resulting from erosion, deposition and transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for rising sea levels.</li> <li>A case study of an area of recent or threatened cliff collapse.</li> <li>Management strategies.</li> <li>Coastal habitats and conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Tectonics</li> <li>Tourism</li> <li>Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>Population</li> <li>Urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>To be able to answer all GCSE questions including 6 and 8 mark 'essay' questions.</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Map skills</li> <li>Diagram drawing</li> <li>OS map reading</li> <li>Aerial photographs</li> <li>Using atlases.</li> <li>Group work</li> <li>Case studies.</li> </ul>	<ul style="list-style-type: none"> <li>Map skills</li> <li>Diagram drawing</li> <li>OS map reading</li> <li>Aerial photographs</li> <li>Using atlases.</li> <li>Group work</li> <li>Case studies.</li> </ul>	<ul style="list-style-type: none"> <li>To get extra information to help with answering examination questions.</li> <li>Revise and refresh topics covered in Y9.</li> </ul>	<ul style="list-style-type: none"> <li>To get extra information to help with answering examination questions.</li> <li>Revise and refresh topics covered in Y10.</li> </ul>	<ul style="list-style-type: none"> <li>Exam technique</li> <li>Key words</li> <li>Revise skills covered in previous years.</li> </ul>
	<i>Assessment</i>	GCSE Exam questions	GCSE Exam questions	GCSE Exam questions	GCSE Exam questions	GCSE Exam questions
<b>History</b>	<i>Knowledge</i>	<p><b>Germany 1929-1947</b></p> <p>Impact of the Weimar Republic                      How and why Hitler became Chancellor                      How the Nazi's consolidated power                      How did Nazi economic and social policy affect life in Germany                      How did Nazi racial and religious policy affect life in Germany                      How was life affected during the war years                      How much opposition was there to the Nazis                      What was the situation in Germany after the war</p>	<p><b>Russia in transition 1914-1924</b></p> <p>Main causes of the revolutions                      Main developments during the Bolshevik seizure of power                      Consequences of the revolution                      Principal causes of the Civil war                      The main sides and their role during the civil war                      Reasons why the communists won the Civil War                      Why Lenin introduced the New Economic policy                      Judge how successful Lenin was at introducing a new Communist state                      Lenin's legacy in Russia</p>	<p><b>USA 1929-2000</b></p> <p>Main influences on American life 1929-45                      Main political and Economic developments after 1945                      Main social developments from 1945-2000                      Includes: Presidential policy, popular culture etc.                      Racial inequality between 1929 and 1945                      Civil Rights Movement of the 1950's and 60's                      Judge how much progress had been made by black people since the 60s                      US Foreign policy                      Second World War                      Cold War                      Vietnam                      Involvement in the Middle East                      The role of the USA in searching for Peace since 1970</p>	<p><b>Revision</b></p>	<p><b>Exam Season</b></p>
	<i>Understanding</i>	Consider the factors which led to the rise of the Nazi regime, the impact of change on the lives of the German people and the significance of war for Germany. Develop an awareness of how aspects of	Consider the causes and impact of the Revolutions of 1917, the Civil War in Russia and the impact of the development of the Communist state on Russia. Develop an	Key trends and turning points that have affected the development of the USA between 1929-2000. Consider the developments, events and personalities which have		

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
		life in Germany in this period have been represented and interpreted and they should also investigate any relevant issues using a range of historical sources.	awareness of how issues affecting Russia in this period have been represented and interpreted and they should also investigate any relevant issues using a range of historical sources	shaped the recent history of the USA. Students to examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period.			
	<i>Skills</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop their knowledge and coherent understanding of selected periods, societies and aspects of history</li> <li><input type="checkbox"/> develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes</li> <li><input type="checkbox"/> develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context</li> <li><input type="checkbox"/> actively engage in the process of historical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds</li> <li><input type="checkbox"/> organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop their knowledge and coherent understanding of selected periods, societies and aspects of history</li> <li><input type="checkbox"/> develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes</li> <li><input type="checkbox"/> develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context</li> <li><input type="checkbox"/> actively engage in the process of historical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds</li> <li><input type="checkbox"/> organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements</li> </ul>	<ul style="list-style-type: none"> <li>• develop their knowledge and coherent understanding of selected periods, societies and aspects of history</li> <li>• develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes</li> <li>• develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context</li> <li>• actively engage in the process of historical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds</li> <li>• organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements</li> </ul>			
	<i>Assessment</i>	Controlled Assessment	Exam Questions, Mock Exams	Exam Questions, Mock Exams	Exam Questions, Mock Exams		
<b>Spanish</b>	<i>Knowledge</i>	<div style="border: 1px solid black; padding: 2px;"><b>Module 7 a currar</b></div> <div style="border: 1px solid black; padding: 2px;"><b>Theme</b> Current and future study and employment</div>	<div style="border: 1px solid black; padding: 2px;"><b>Module 8 hacia un mundo mejor</b></div> <div style="border: 1px solid black; padding: 2px;"><b>Theme</b> Local, national, international and global areas of interest</div>	<div style="border: 1px solid black; padding: 2px;"><b>Module</b> Hacia un mundo mejor</div> <div style="border: 1px solid black; padding: 2px;"><b>Theme</b> Local, national, international and global areas of interest</div>	<b>Revision of 1 ½ themes</b>	<b><u>Revision of 1 ½ themes</u></b>	
	<i>Understanding</i>	<div style="border: 1px solid black; padding: 2px;"><b>Vocab</b></div> <div style="border: 1px solid black; padding: 2px;">Discussing gap years</div>	<div style="border: 1px solid black; padding: 2px;"><b>Vocab</b></div> <div style="border: 1px solid black; padding: 2px;">Describing types of houses</div>	<div style="border: 1px solid black; padding: 2px;"><b>Vocab</b></div> <div style="border: 1px solid black; padding: 2px;">Discussing healthy lifestyles</div>			

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Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
	<p>Talking about languages and travel</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Grammar</b> Using <i>desde hace</i> to say how long you have been doing something Using the 24-hour clock</p>	<p>Talking about the environment Talking about healthy eating Discussing diet-related problems Talking about local actions Considering global issues Talking about local actions</p> <p><b>Grammar</b> <i>Se debería</i> + infinitive Using present and near future tenses together The present subjunctive The subjunctive in commands</p>	<p>Talking about international sporting events Talking about natural disasters</p> <p><b>Grammar</b> Imperfect continuous Using grammar knowledge in translation The pluperfect tense</p>			
	<i>Skills</i>	<p><b>3.2.1 Listening: understand and respond to spoken language</b> Students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate general and specific understanding of different types of spoken language</li> <li>• follow and understand clear standard speech using familiar language across a range of specified contexts</li> <li>• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events</li> <li>• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes</li> <li>• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</li> </ul> <p><b>3.2.2 Speaking: communicate and interact in speech</b> Students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts</li> <li>• take part in a short conversation, asking and answering questions, and exchanging opinions</li> <li>• convey information and narrate events coherently and confidently, using and adapting language for new purposes</li> <li>• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate</li> <li>• initiate and develop conversations and discussion, producing extended sequences of speech</li> <li>• make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events</li> <li>• make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view               <ul style="list-style-type: none"> <li>• use accurate pronunciation and intonation to be understood by a native speaker</li> </ul> </li> </ul> <p><b>3.2.3 Reading: understand and respond to written language</b> Students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• understand and respond to different types of written language</li> <li>• understand general and specific details within texts using high frequency familiar language across a range of contexts</li> <li>• identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events</li> <li>• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes</li> <li>• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</li> </ul>				

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
		<p>•• demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</p> <p>•• translate a short passage from French into English.</p> <p><b>3.2.4 Writing: communicate in writing</b></p> <p>Students are expected to be able to:</p> <p>•• communicate effectively in writing for a variety of purposes across a range of specified contexts</p> <p>•• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</p> <p>•• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</p> <p>•• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</p> <p>•• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</p> <p>•• make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p> <p>•• translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</p>					
	<i>Assessment</i>	Reading and listening	Speaking and writing	Reading and listening	Speaking and writing	Speaking and writing Reading and listening	N/A
<b>RE</b>	<i>Knowledge</i>	<b>Religion and Equality</b>	<b>Belief in a Deity</b>	<b>Good and Evil</b>	<b>End of Life</b>	<b>Religion and Science</b>	
	<i>Understanding</i>	What is equality? Racism Christian attitudes towards racism Gender discrimination Role of women in the church Christian attitudes towards other religions Missionary work/Ecumenism Forgiveness Reconciliation Revision of all unit	Beliefs about God/personal response Beliefs about God/personal response Arguments for the existence of God Arguments for the existence of God Miracles Lourdes & Christian beliefs about miracles God's intervention in the world- through Jesus God's intervention in the world- through the holy spirit. Pentecost	What is good and what is evil? The Fall- Genesis What is suffering? Personal response to suffering in the world. Christian responses to suffering. How Christians cope with suffering . Moral code- how Christians know how to live The devil-different views of the devil. Personal response	What happens after death? Different views/ attitudes. What are the Christian beliefs about the soul? The Christian funeral service. Christian beliefs about after life Purgatory/ hell Christ's suffering on the cross- redemption God as a Judge	Revision of Religion and Medical Ethics unit Revision of Religion and Medical Ethics unit Revision of Religion and Human Relationships Revision of Religion and Human Relationships Revision of Religion, Peace and Justice	
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Comprehensive analysis of Christian, personal, selected faith/belief and alternative views and opinions on topic.</li> <li>Comparative writing and reflection and peer analysis of results and feedback</li> <li>Developing reflexive thinking and presentation skills in a range of verbal and written contexts</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of Christian, personal, selected faith/belief and alternative views and opinions on topic.</li> <li>Comparative writing and reflection and peer analysis of results and feedback</li> <li>Developing reflexive thinking and presentation skills in a</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of Christian, personal, selected faith/belief and alternative views and opinions on topic.</li> <li>Comparative writing and reflection and peer analysis of results and feedback</li> <li>Developing reflexive thinking and presentation skills in a</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of Christian, personal, selected faith/belief and alternative views and opinions on topic.</li> <li>Comparative writing and reflection and peer analysis of results and feedback</li> <li>Developing reflexive thinking and presentation skills in a range of verbal and written contexts</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive analysis of Christian, personal, selected faith/belief and alternative views and opinions on topic.</li> <li>Comparative writing and reflection and peer analysis of results and feedback</li> <li>Developing reflexive thinking and presentation skills in a range of verbal and written contexts</li> </ul>	

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
			range of verbal and written contexts	range of verbal and written contexts			
	<i>Assessment</i>	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	
<b>Art</b>	<i>Knowledge</i>	<b>FOOD PROJECT</b> <b>(Research and Develop)</b> <ul style="list-style-type: none"> <li>Research the theme of food in response to a given question.</li> <li>Explore and interpret a given design brief.</li> <li>Explore drawing and presentation skills in a variety of given media.</li> <li>Research and explore a series of appropriate artists linked to the theme, exploring 2D and photographic techniques.</li> <li>Develop initial designs based on chosen artists, showing interpretation skills</li> </ul>	<b>FOOD PROJECT</b> <b>(Develop and Respond)</b> <ul style="list-style-type: none"> <li>Research and explore a series of appropriate artists linked to the theme, exploring 2D and photographic techniques.</li> <li>Create a final piece of work that fully responds to the theme of <b>'Food'</b>.</li> <li>Evaluate their work at the end of the project.</li> <li>Review and respond to feedback to ensure completion of coursework.</li> </ul>	<b>EXAM</b> <b>(Explore and Research)</b> <ul style="list-style-type: none"> <li>Effectively collect information on the theme of their chosen exam question and how it could be translated through drawings from Primary and Secondary sources.</li> <li>Research and explore a series of appropriate artists linked to the theme.</li> <li>Develop initial designs based on chosen ideas.</li> </ul>			
	<i>Understanding</i>	<u><b>Individual work:</b></u> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> </ul> <u><b>Collaborative work:</b></u> <ul style="list-style-type: none"> <li>Looking at/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>	<u><b>Individual work:</b></u> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> </ul> <u><b>Collaborative work:</b></u> <ul style="list-style-type: none"> <li>Looking at/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>	<u><b>Individual work:</b></u> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> <li>Creating a final outcome based on their assessed strengths from throughout the project.</li> </ul> <u><b>Collaborative work:</b></u> <ul style="list-style-type: none"> <li>Looking at/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>			
	<i>Skills</i>	<u><b>Techniques explored:</b></u> <ul style="list-style-type: none"> <li>Drawing from observation, Painting, 2D, photography</li> <li>Artist research techniques</li> </ul> <u><b>Artistic elements:</b></u> <ul style="list-style-type: none"> <li>Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition</li> </ul> <u><b>Materials:</b></u> <ul style="list-style-type: none"> <li>Various media</li> </ul>	<u><b>Techniques explored:</b></u> <ul style="list-style-type: none"> <li>Drawing from observation, Painting, 3D, photography</li> <li>Artist research techniques</li> <li>Design development</li> </ul> <u><b>Artistic elements:</b></u> <ul style="list-style-type: none"> <li>Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition</li> </ul> <u><b>Materials:</b></u> <ul style="list-style-type: none"> <li>Various media</li> </ul>	<u><b>Techniques explored:</b></u> <ul style="list-style-type: none"> <li>Drawing from Primary and secondary sources, media of their choice</li> </ul> <u><b>Artistic elements:</b></u> <ul style="list-style-type: none"> <li>Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition</li> </ul> <u><b>Materials:</b></u> <ul style="list-style-type: none"> <li>Mixed media</li> </ul>			
	<i>Assessment</i>	<ul style="list-style-type: none"> <li>Artist research design sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Artist research design sheets</li> <li>Development designs</li> <li>Final design</li> <li>Final piece</li> </ul>	<ul style="list-style-type: none"> <li>Theme research</li> <li>Artists research</li> <li>Initial Ideas</li> </ul>			

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Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6		
			<ul style="list-style-type: none"> <li>Coursework review and moderation</li> </ul>					
<b>Music</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Actively discuss coursework requirements and set deadlines for academic year.</li> <li>Focus on key words through general listening activities to prepare students for GCSE listening paper.</li> <li>Building on skills acquired in Years 7-10, students to complete coursework composition 1.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on key words through general listening activities to prepare students for GCSE listening paper.</li> <li>Building on skills acquired in Years 7-10, students to complete coursework composition 2 and appraisal.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on key words through general listening activities to prepare students for GCSE listening paper.</li> <li>Building on skills acquired in Years 7-10, students to prepare and record solo and ensemble performances for final coursework task.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Actively discuss and revise all areas of study in preparation for the listening paper.</li> <li>Refine listening skills through specific tasks, including rhythmic and melodic dictation.</li> <li>Completion of all coursework forms by candidates.</li> <li>Evaluate and refine listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>Actively discuss and revise all areas of study in preparation for the listening paper.</li> <li>Refine listening skills through specific tasks, including rhythmic and melodic dictation.</li> <li>Evaluate and refine listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>Course completed</li> </ul>	
	<i>Understanding</i>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Development and refining of listening skills required for the GCSE listening paper.</li> <li>Completion of coursework composition 1.</li> <li>Self-assessment opportunities throughout the unit.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Performing for peers, their own and others compositions.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Development and refining of listening skills required for the GCSE listening paper.</li> <li>Completion of coursework composition 2 and appraisal.</li> <li>Self-assessment opportunities throughout the unit.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Performing for peers, their own and others compositions.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Development and refining of listening skills required for the GCSE listening paper.</li> <li>Preparation and performance of solo and ensemble performances.</li> <li>Self-assessment opportunities throughout the unit.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Preparation and performing of ensemble performances.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Refine listening skills in preparation for listening paper.</li> <li>Revision of areas of study and key words.</li> <li>Self-assessment opportunities throughout the unit.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Group and paired activities to consolidate learning.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Refine listening skills in preparation for listening paper.</li> <li>Revision of areas of study and key words.</li> <li>Self-assessment opportunities throughout the unit.</li> <li>Completion of exam style questions.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Group and paired activities to consolidate learning.</li> </ul>		
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Individual composing skills.</li> <li>Development of listening skills.</li> <li>Individual and ensemble performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>Individual composing skills.</li> <li>Development of listening skills.</li> <li>Individual and ensemble performance skills.</li> <li>Appraising skills.</li> </ul>	<ul style="list-style-type: none"> <li>Development of listening skills.</li> <li>Individual and ensemble performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>Development of listening skills.</li> <li>Exam technique.</li> </ul>	<ul style="list-style-type: none"> <li>Development of listening skills.</li> <li>Exam technique.</li> </ul>		
	<i>Assessment</i>	Coursework composition 1 Listening test	Coursework composition 2 Listening test	Solo performance Ensemble performance Listening test	Listening tests	Listening tests Final exam		

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
<b>Computing &amp; ICT: CiDA</b>  The Edexcel Level 2 <b>Certificate in Digital Applications</b> has been designed to engage and enthuse young people with an interest in creative computing		<b>Investigating Multimedia products / Designing Multimedia Products</b>	<b>Collect, Edit and Create Digital Assets / Develop Multimedia Products</b>	<b>Prototyping and Testing / Product Review</b>	<b>Presenting Multimedia Products in an E-portfolio / Standard Ways of Working</b>	<b>Unit 1: Developing Web Products</b>	<b>Unit 1: Developing Web Products</b>
	<i>Knowledge</i>	Students will learn how multimedia is used in a variety of contexts: <ul style="list-style-type: none"> <li>• education</li> <li>• entertainment</li> <li>• marketing and advertising</li> <li>• publishing</li> <li>• virtual reality</li> <li>• public access</li> </ul> Students will learn how to plan so that the final products meet their intended objectives.	Students will learn about: <ul style="list-style-type: none"> <li>• Assets</li> <li>• Editing techniques</li> <li>• Copyright</li> <li>• Graphics and drawing tools</li> <li>• Appropriate file names and formats</li> <li>• Compression</li> </ul>	Students will learn about: <ul style="list-style-type: none"> <li>• Prototypes</li> <li>• Testing</li> <li>• Feedback</li> <li>• Reviewing</li> </ul>	Students will learn about: <ul style="list-style-type: none"> <li>• file formats</li> <li>• e-portfolios</li> <li>• file management</li> <li>• personal effectiveness</li> <li>• quality assurance</li> <li>• legislation and codes of practice</li> <li>• wok safely</li> </ul>	Students will learn about: <ul style="list-style-type: none"> <li>• Audience and purpose</li> <li>• Client briefs and the project lifecycle</li> <li>• Site structure</li> <li>• Consistency</li> <li>• Composition and page design</li> </ul>	Students will learn about: <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Content preparation and selection</li> <li>• Coding</li> <li>• Testing</li> <li>• Evaluation</li> </ul>
	<i>Understanding</i>	Understand how: <ul style="list-style-type: none"> <li>• To evaluate the techniques and technology used in each type of product</li> <li>• successful multimedia work needs careful planning so that the final products meet their intended objectives</li> </ul>	Understand : <ul style="list-style-type: none"> <li>• How to meet a purpose and clients need</li> <li>• about copyright and other constraints on the use of digital assets in products intended for the public domain</li> <li>• why we use appropriate file types and names</li> </ul>	Understand: <ul style="list-style-type: none"> <li>• Why we create prototypes</li> <li>• What testing involves</li> <li>• The importance of feedback</li> <li>• how to undertake a professional review of products</li> </ul>	Understand: <ul style="list-style-type: none"> <li>• what an e-portfolio is and how it is used to create an interactive showcase</li> <li>• which file formats are suitable for specific content</li> <li>• how to use ICT efficiently, legally and safely</li> </ul>	Understand: <ul style="list-style-type: none"> <li>• the key to producing a successful web products</li> <li>• the importance of a client brief</li> <li>• how to make use of a structure chart to give an overview of the hierarchy of a product</li> <li>• the importance of consistency</li> <li>• the need for composition and page design</li> </ul>	Understand: <ul style="list-style-type: none"> <li>• the importance of making web products accessible to people with visual impairments</li> <li>• the importance of the quality of content in a client brief</li> <li>• how to make changes to the code</li> <li>• understand and use hexadecimal colour codes/RGB values.</li> <li>• systematic functionality and usability testing</li> <li>• the importance of evaluating</li> </ul>
	<i>Skills</i>	The CiDA qualification provide students with the opportunity to develop the following skills: <ul style="list-style-type: none"> <li>• Design multimedia products</li> <li>• Collect, edit and create digital assets</li> <li>• Develop multimedia products</li> <li>• Present evidence in an e-portfolio</li> <li>• Review the products</li> </ul>					
<i>Assessment</i>	<b>Unit 1: Living in a Digital World</b> Exam questions: Section 1  <b>Unit 2: Using Digital Tools</b> Formative <ul style="list-style-type: none"> <li>• Traffic Light Tracker</li> <li>• Feedback sheets</li> </ul>	<b>Unit 1: Living in a Digital World</b> Exam questions: Section 2 Mock Exam  <b>Unit 2: Using Digital Tools</b> Formative <ul style="list-style-type: none"> <li>• Traffic Light Tracker</li> <li>• Feedback sheets</li> </ul> Summative <ul style="list-style-type: none"> <li>• Assessment of Unit 2</li> </ul>	<b>Unit 1: Living in a Digital World</b> Exam questions: Section 3 Mock Exam  <b>Unit 2: Using Digital Tools</b> Formative <ul style="list-style-type: none"> <li>• Traffic Light Tracker</li> <li>• Feedback sheets</li> </ul>	<b>Unit 1: Living in a Digital World</b> Exam questions: Section 4 Mock Exam  <b>Unit 2: Using Digital Tools</b> Formative <ul style="list-style-type: none"> <li>• Traffic Light Tracker</li> <li>• Feedback sheets</li> </ul> Summative Assessment of Unit 2	<b>Unit 1: Living in a Digital World</b> Exam questions: Section 5 Mock Exam Final Exam  <b>Unit 2: Using Digital Tools</b> Formative <ul style="list-style-type: none"> <li>• Traffic Light Tracker</li> <li>• Feedback sheets</li> </ul> Summative Assessment of Unit 2	<b>Unit 1: Living in a Digital World</b> Mock Exam Final Exam  <b>Unit 2: Using Digital Tools</b> Mock Exam Final Exam	

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
<b>Technology (Catering)</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Controlled assessment 2</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Reasons for choice</li> <li>Cooking methods and skills</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for choice</li> <li>Time plan</li> <li>Customer acceptability</li> </ul>	<ul style="list-style-type: none"> <li>Customer acceptability</li> <li>Nutrition</li> <li>Costing of dishes</li> </ul>	<ul style="list-style-type: none"> <li>Short and extended exam questions</li> <li>Recap of all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Short and extended exam questions</li> <li>Recap of all subject areas</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Types of research / cultures</li> </ul>	<ul style="list-style-type: none"> <li>Suitability of dishes</li> </ul>	<ul style="list-style-type: none"> <li>Suitability of dishes</li> <li>Dovetailing of dishes</li> </ul>	<ul style="list-style-type: none"> <li>Are the dishes acceptable for the task / reasons</li> </ul>	<ul style="list-style-type: none"> <li>How to break down exam criteria</li> </ul>	<ul style="list-style-type: none"> <li>How to break down exam criteria</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Research skills</li> <li>Relevant research</li> <li>Trialling dishes</li> </ul>	<ul style="list-style-type: none"> <li>Trialling of dishes</li> <li>Dovetailing</li> <li>Appropriate reasons for choice</li> </ul>	<ul style="list-style-type: none"> <li>Trialling of dishes</li> <li>Dovetailing</li> <li>Appropriate reasons for choice</li> <li>Practical exam</li> <li>Evaluation of dishes</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of dishes</li> <li>Costing of dishes</li> </ul>	<ul style="list-style-type: none"> <li>To be able to answer questions on a range of topics worth up to 12 marks</li> </ul>	<ul style="list-style-type: none"> <li>To be able to answer questions on a range of topics worth up to 12 marks</li> </ul>
	<i>Assessment</i>	Exam style assessment CA 2 criteria	Exam style assessment CA 2 criteria	Exam style assessment CA 2 criteria	Exam style assessment CA 2 criteria	Exam style assessment	Exam style assessment
<b>Technology (Product Design)</b>	<i>Knowledge</i>	Retro design Robyn Day's work design section one and Controlled Assessment requirements.	Designing and design movements. Printing techniques. Health and safety legislation.	Design section A Evolution of design. Inclusive and exclusive design. Materials, including card production.	Manufacturing section of the exam paper.	Revision	
	<i>Understanding</i>	Using a variety of materials including Styrofoam. Designing a product for a given target market.	How to create and join a circuit. How to fault find. Cutting and joining materials.	How to finish a product. How to apply vinyl stickers. Quality assurance and control.	How to batch produce products in a production line.	Revision	
	<i>Skills</i>	Safety during practical lessons. Development of practical skills. Understanding of materials. Modelling and development.	Safety during practical lessons. Development of practical skills. Soldering and fault finding. Operations of the laser cutter.	Development of practical skills Using a sublimation and 3D printer.	Development of practical skills. Quality assurance and control of practical work. How to organise a production line.	Revision techniques.	
	<i>Assessment</i>	Exam style questions Practical skills, mock exam and controlled assessment.	Exam style questions Practical skills and controlled assessment.	Exam style questions. Practical skills mock exam and controlled assessment.	Mock Exam and controlled assessment.	Mock Exam and controlled assessment.	

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Year Group 11		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
<b>PE</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Completion of Controlled Assessment &amp; Start of muscular system</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Analysis of Performance.</li> <li>Controlled assessment worth 12% of final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of Performance &amp; revision</li> <li>Controlled assessment worth 12% of final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Muscular System &amp; Skeletal System</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Completion of course</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Evaluation of PEP to be completed.</li> <li>Explain the immediate and long term effects of exercise on the muscular system.</li> <li>1 x practical lesson a week</li> </ul>	<ul style="list-style-type: none"> <li>Must be from one of the pupils 4 chosen sports.</li> <li>Explain the rules, regulations and terminology of chosen sport.</li> <li>Observe and analyse a sporting performance in that sport</li> <li>Evaluate the performance.</li> <li>Plan strategies, tactics and practices to improve their performance.</li> <li>Link this into your PEP.</li> <li>1 x practical lesson a week</li> </ul>	<ul style="list-style-type: none"> <li>Must be from one of the pupils 4 chosen sports.</li> <li>Explain the rules, regulations and terminology of chosen sport.</li> <li>Observe and analyse a sporting performance in that sport</li> <li>Evaluate the performance.</li> <li>Plan strategies, tactics and practices to improve their performance.</li> <li>Link this into your PEP.</li> <li>1 x practical lesson a week</li> </ul>	<ul style="list-style-type: none"> <li>Describe potential injuries to the muscles.</li> <li>Be able to understand how diet, rest and drugs can impact on the muscular system.</li> <li>Describe the functions of the skeletal system.</li> <li>Explain the movement possibilities at joints</li> <li>Be able to understand how regular exercise benefits the skeletal system.</li> <li>Be able to explain injuries that can occur to the skeleton.</li> <li>1 x practical lesson a week</li> </ul>	<ul style="list-style-type: none"> <li>Key topic areas to be revisited. Starting from the beginning of the curriculum.</li> </ul>	
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Re-distribution of PEPS to complete amendments</li> <li>Evaluation of PEP with improvements highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of AOP</li> <li>Practical skills demonstrated for 4 sports being assessed in</li> </ul>	<ul style="list-style-type: none"> <li>Completion of AOP</li> <li>Practical skills demonstrated for 4 sports being assessed in.</li> </ul>	<ul style="list-style-type: none"> <li>Describe key words/terminology</li> <li>Explain injuries</li> <li>Analyse effects</li> <li>Understanding</li> <li>Practical skills demonstrated for 4 sports being assessed in.</li> </ul>	<ul style="list-style-type: none"> <li>Recall techniques used</li> <li>Revision of all topic areas</li> <li>Peer assessment during revision</li> <li>Analyse &amp; evaluate key areas</li> <li>Relate to sporting examples for ALL areas.</li> </ul>	
	<i>Assessment</i>	PEP to be handed in and marked.	AOP assessment	AOP assessment	End of unit exam & practical assessment throughout.		
<b>Drama</b>	<p><i>Knowledge</i></p> <p><i>Understanding</i></p> <p><i>Skills</i></p>	<p>Exploration of Style and Structure.</p> <p>A582: Drama in the Making – Item 1 – Group Performance Autumn 1</p> <p>Their will look at different structure, style, conventions and explorative strategies to develop their work e.g. physical theatre, thought tunnels, conscience corridors, alter ego, montage, action narration, soundscape or vocal collage, narration.</p>	<p>A582: Drama in the Making – Item 2 and 3 – Monologue or Duologue.</p> <p>Design Ideas</p> <p>Autumn Term 2</p> <p>Item 1 – Group performance.</p> <p>Pupils will have 2 hours preparation for exam</p> <p>Hour 1 – Responding to the stimulus in Controlled assessment conditions</p>	<p>Mock Mini Concept to Creation Spring Term 1</p> <p>Pupils will complete a mock exam based on a range of stimulus using OCR's previous examination paper.</p> <p>Working with a group of between 3-5 pupils will create a performance based on a chosen stimulus and a portfolio detailing their process.</p>	<p>A583: Concept to Creation preparation and exam.</p> <p>Spring Term 2</p> <p>Summer 1</p> <p>Pupils will complete their performance exam based on a range of stimulus sent by the exam board, OCR.</p> <p>Working with a group of between 3-5 pupils will create a performance based on a chosen stimulus and a portfolio detailing their process.</p> <p>The pupils will present their work in a dress rehearsal to an audience.</p> <p>The visiting exams officer who they will also have a Q&amp;A session with.</p>		

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Year Group 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
	<p>They will also look at practitioners and theatre companies as a means of exploring performance – DV8, Brecht, Frantic Assembly, Berkoff and Artaud.</p> <p>Pupils will look at promenade and site specific staging in preparation for a promenade performance.</p>	<p>Hour 2 – Planning with their chosen group ready for their exam day.</p> <p>Pupils will be off timetable for a day to create their group performance and perform it.</p> <p>Pupils will then have 1 hour in controlled conditions to evaluate their own and another group’s work.</p>	<p>The pupils will present their work to camera and perform their work to class.</p>			
	<p><i>Assessment</i></p> <p>Pupils are assessed on their ability to Make, Perform and Respond in Unit A582: Drama in the Making. This is to help them prepare for their workshop examination.</p> <p>Pupils will be assessed in controlled exam conditions. They will be required to self and peer assess.</p> <p>Pupils who have difficulty writing will use a chromebook</p>	<p>Pupils are assessed on their ability to Make, Perform and Respond in Unit A582: Drama in the Making.</p> <p>Pupils will be assessed in controlled exam conditions.</p> <p>They will take part in 3 different elements of written response: Initial Ideas</p> <p>Rehearsal Process, design and/or director decisions.</p> <p>Evaluation of self and peers.</p>		<p>Pupils will be externally assessed by a visiting examiner.</p> <p>Unit = 40% of overall exam grades.</p>		